THE INFLUENCE OF CYBER-BULLYING ON STUDENTS' SELF-CONFIDENCE LEVEL IN SEPAKING ENGLISH AT STATE SENIOR HIGH SCHOOL 12 PEKANBARU

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ABSTRACT

Alisyah Nosa, (2019): **The Influence of Cyber-Bullying on Students' Self-Confidence Level in Speaking English at the State Senior High School 12 Pekanbaru**

This research aimed to know whether there is a significant influence of students' cyber-bullying or not and their self-confidence level at State Senior High School 12 Pekanbaru. The researcher formulated the problem into three research questions which were answered by using quantitative method. This research had two variables, students' cyber-bullying as an independent variable and students' self-confidence level as a dependent variable. The design of this research is correlational research. The researcher took 33 students as sample out of 313 students from total population. In collecting the data, the researcher used questionnaires. In analyzing the data, the researcher used descriptive statistics and *Linear Regression* formula. The data was analyzed by using SPSS version 23.0 program. Based on the research finding, it was found that the students' self-confidence level was categorized into less level. The result of Linear Regression showed that the probability level is 0.000. It can be stated that 0.000< 0.05. In which means Ho was rejected and Ha was accepted. Then, the determination coefficients (R square) showed that students' self-confidence level was influenced by students' cyber bullying about 55.8% in catogerized less. Thus, it can be concluded that there is a significant influence of students' cyber-bullying and their self-confidence level at State Senior High School 12 Pekanbaru.

Key words: Influence, Cyber-bullying, Self-confidence, Speaking English

ABSTRAK

Alisyah Nosa , (2019): **Pengaruh Cyber-Bullying pada Tingkat Keyakinan Diri Siswa dalam Berbicara Bahasa Inggris di SMA Negeri 12 Pekanbaru.**

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh signifikan dari *cyber-bullying* siswa dan tingkat kepercayaan diri mereka di SMA Negeri 12 Pekanbaru. Peneliti merumuskan masalah menjadi tiga pertanyaan penelitian yang dijawab dengan menggunakan metode kuantitatif. Penelitian ini memiliki dua variabel, *cyber-bullying* siswa sebagai variabel independen dan tingkat kepercayaan diri siswa sebagai variabel dependen. Desain penelitian ini adalah penelitian korelasional. Peneliti mengambil 33 siswa sebagai sampel dari 313 siswa. Dalam mengumpulkan data, peneliti menggunakan kuesioner. Dalam menganalisis data, peneliti menggunakan statistik deskriptif dan rumus Regresi Linier. Data dianalisis dengan menggunakan program SPSS versi 23.0. Berdasarkan temuan penelitian, ditemukan bahwa tingkat kepercayaan diri siswa dikategorikan ke dalam level kurang. Hasil Regresi Linier menunjukkan bahwa tingkat probabilitas 0,000. Dapat dinyatakan bahwa 0,000 <0,05. yang berarti Ho ditolak dan Ha diterima. Kemudian, koefisien determinasi (*R square*) menunjukkan bahwa tingkat kepercayaan diri siswa dipengaruhi oleh *cyber-bullying* siswa sekitar 55,8%. Dengan demikian, dapat disimpulkan bahwa ada pengaruh signifikan dari *cyber-bullying* siswa dan tingkat kepercayaan diri mereka di SMA Negeri 12 Pekanbaru.

Kata kunci: Pengaruh, Cyber-bullying, Percaya diri, Berbicara Bahasa Inggris

ملخّص

أليشاه نوسى (2019) تأثير البلطجة الإلكترونيّة على مستوى ثقة الطلّاب في التّحدّث باللّغة الإنجليزيّة لطلّاب المدرسة العالية الحكوميّة 12 بيكانبارو.

تهدف هذه الدّراسة إلى معرفة ما إذا كان هناك تأثير كبير في البلطجة الإلكترونيّة على مستوى ثقة الطلّاب في التّحدّث باللّغة الإنجليزيّة لطلّاب المدرسة العالية الحكوميّة 12 بيكانبارو. يصوغ الباحث المشكلة في ثلاث أسئلة بحثيّة يتمّ الإجابة عليها باستخدام الأساليب الكمّيّة. تحتوي هذه الدّراسة على المتغيّرين اثنين، البلطجة الإلكترونيّة للطلّاب كمتغيّر مستقلّ ومستوى ثقة الطلّاب كمتغيّر تابع. تصميم هذه الدّراسة هو الدّراسة المترابطة. استغرق الباحث 33 طالبا كعيّنة من 313 طالبا. وفي جمع البيانات، استخدم الباحث استبيانًا. وفي تحليل البيانات، استخدم الباحث الإحصاءات الوصفيّة وصيغ الانحدار الخطّيّ. تمّ تحليل البيانات باستخدام برنامج الحزمة الإحصائيّة للعلوم الاجتماعيّة (SPSS) الإصدار23. بناءً على نتائج البحث، وجد الباحث أنّ مستوى ثقة الطلّاب تمّ تصنيفه إلى مستويات أقل. تشير نتائج الانحدار الخطّيّ إلى أنّ مستوى الاحتمال هو 0،000 .ويمكن القول أنّ 0،000 < 0،05 .وهو ما يعني أنّ Ho مرفوض و Haمقبول. ثمّ، يُظهر معامل التّحديد (مربعR) أنّ مستوى الثّقة بالنّفس لدي الطلّاب يتأثّر البلطجة الإلكترونيّة بنسبة 55،8 %. وبالتّالي، يمكن الاستنتاج أنّ هناك تأثيرًا كبيرًا في البلطجة الإلكترونيّة للطلّاب ومستوى ثقتهم في المدرسة العالية الحكوميّة 12.

الكلمة الرّئيسيّة أو الكلمة المفتاحيّة: التّأثير، البلطجة الإلكترونيّة، الثّقة، التّكلّم باللّغة الإنجليزيّة.

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CHAPTER I

INTRODUCTION

A. Background

Confidence is an aspect which is important in the teaching learning process, because if the students are not confident in themselves. Automatically it is difficult for them to show their abilities to their friends. Confidence is one's ability generally enhances motivation, making it a valuable asset for individuals with imperfect willpower (Tirole, 2002). So, self-confidence is a situation when the student believes with theirs, but it can become a problem for the students, if some of students do not still believe with theirs.

Self-confidence has been defined in a number of ways throughout the literature. These definitions generally involve one's own abilities (Bandura, 1997). The self-confidence of interest to this study is task specific; with self-confidence being a belief in one's ability to undertake a *specific* action to achieve and outcome (Bandura, 1997). For example, having the belief that one can search for information to support a purchase decision would be described as information search self-confidence.

The researcher is interested in investigating self-confidence for students because many students are not confident when performing speaking. The fact that the students have self-confidence enhances the individual's spirit gives anyone with a vested interest in his performance an incentive to build up and maintain their self-confidence (Tirole, 2002).

Speaking is one of English skills that should be mastered by students to be able to communicate around the world. Speaking is also the important skill and a 'success' sign in learning a language. In learning speaking at school the students are not merely expected to produce some sentences accurately, but they have to be able use the language in appropriate ways and contexts. The students also have to be able to convey the information while speaking. In line with this idea Brown (2000) have said that the communication involves at least two people or more where one sender and the other receiver need to communicate to exchange the information, ideas, opinions, views or feelings. Thus, speaking and self-confidence is not easy as it seems.

Intyre (2004) suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. Speaking requires a high level of self-confidence that means the state of being sure of doing something, and not being shy and aggressive in social situations (Longman Dictionary of Contemporary English). So, if the students have made a mistake in speaking exactly, the students will not focus with the material and lack self-confidence.

The influence of lack of self-confidence consciously or unconsciously, the students will do cyber-bullying. Bullying is a term that has various definitions. According to the Skorvelket (2013) bullying is defined as a violation of a student's dignity or harassment used as an aim to harm the person. Harassment, violation and discrimination are concepts of education uses in order to describe

the term bullying. Bullying is an activity to bruises of physical battering. Thus, bullying has a big influence to increase or decrease self confidence in students.

In reality there is a little research about confidence and bullying of students in high school. According to Zarnoth (1997) the various the determinants have focused confidence research on identifying the of confidence or what causes us to be confident, whilst ignoring the influence that this confidence has, not just on themselves but also on others. Beside, school is a place where students get knowledge well, and nice friends. When during school the students can lose self-confidence because of some factors. For example, their friends can cause one's self-confidence. Very often peers can give a big influence for behavior.

The incident of bullying has increased from year to year. According Erika (2015) the data from Komisi Perlindungan Anak Indonesia is child abuse in 2015 cumulatively decreased, but cases of children become bullies increased. Bullying can happen anywhere including in school. In school settings, bullying typically occurs on school grounds and in the classroom Based on research conducted by Raipha and Yoselia, (2015) bullying occurs most in classroom when the teacher is not there (45.1%), while in the field school (24.2%) and in the cafeteria (16.1%). A small percentage but still showed the incident occurred is in place waiting for public transport/school (8.1%) and the corridors of school (6.5%). When seen from this data, it can be concluded that bullying is more common in schools, but are places that escaped from monitoring or when there is no supervision of teachers or the school authorities.

State Senior High School 12 Pekanbaru is one of the state's Senior High Schools in Pekanbaru. As a formal school, it also provides English to the students, especially speaking skills. In speaking English many students of Senior High School 12 Pekanbaru do not want to interact with each other. The students are uncertain with themselves when speaking English to each other. Sometimes they are uncertain about themselves because they made a mistake and get bullied by another. Thus the reason caused by the lack of self-confidence level is influenced by bullying that the students create in the classroom so that the students are not able to speak English in front of the class. Based on Curriculum 2013 (K13), the purpose of learning English in Senior High School level is that the students are able to communicate in social interaction by conveying the meaning in oral skill and then giving response or comment to the speech. In teaching speaking, teachers should be able to guidethe students in a learning situation in order to enable them to master because speaking is the key to communication. Related to the competence of the students of the students speaking skill, "There are some indicators that should be mastered by students such as pronunciation, grammar, vocabulary, fluency and comprehension" state by Hughes (2013, p.118).

According to Kakai (2016, p.3) cyber-bullying is a form of traditional bullying where technology is used as a tool to embarrass and harm the people that are affected. Communication technology uses the tools of the technology such as text messages, emails, and pictures, videos through phones, IPads and computers. Verbal and mental are effects of cyber-bullying in cases when the bullies leave mean comments on the victim's social media page.

Bullying can affect children in different ways: such as creating a low self-confidence, mental illness and suicidal thoughts (Alvant, 2006).

Based on the explanation above, some students in Senior High School 12 Pekanbaru are still not able to communicate or speak in English at least in daily-conversation. The speaking skill of the students is good but influenced by bullying caused the students lack of self-confidence level when speaking in the class.

After doing preliminary study, the researcher found the following the phenomena:

a. Some of the students were just silent when they got an assessment.
b. Some of the students performed shy and aware when they were asked by the teacher to present the speaking materials.
c. Some of the students were difficult to convey their ideas when presenting the speaking materials.
d. Some of the students had a problem on health (physical), emotional (psychological), and academic performance when presenting the speaking materials.

Therefore, based on the background of the problem, the researcher conducted a research project entitled: **"The Influence of Cyber Bullying on Students' Self Confidence Level in Speaking English at the State Senior High School 12 Pekanbaru"**

B. The Problems of the Research

Based on the background and description above, the researcher assumed that in majority of the second grade of State Senior High School 12 Pekanbaru get low self confidence in speaking skill caused by cyber-bullying.

1. Identification of the Problem
   a. What factors make some students not prepare their presentation readily before performing the materials?
   b. What factors make some of the students perform shyly when they were asked by the teacher to present the speaking materials?
   c. What factors make some students find it difficult to convey their ideas when presenting the speaking materials?
   d. What factors that make some students have a problem on health (physical), emotional (psychological), and academic performance when presenting the speaking materials?
2. Limitation of the Problem

   After identifying the problems of this research, thus the researcher is necessary to limit and focus her research problem on "the influence of cyber-bullying on student self-confidence level in speaking skill at the second grade students State Senior High School 12 Pekanbaru.
3. Formulation of the problem

   The problem of this research will be formulated in the following questions:
   a. How is the students' self-confidence level in speaking English which is influenced by cyber-bullying at State Senior High School 12 Pekanbaru?

b. To what extent does cyber-bullying influence the students' self confidence in speaking English at State Senior High School 12 Pekanbaru?

c. Is there any significant influence cyber-bullying on students' self confidence level in speaking Englishat State Senior High School 12 Pekanbaru?

C. The Objectives and Significance of the Research

1. Objectives of This Research

a. To know the students' cyber-bullying at the second grade students State Senior High School 12 Pekanbaru.

b. To know the students' self-confidence level at the second grade students State Senior High School 12 Pekanbaru.

c. To know the significant influence of cyber bullying on students' self confidence level on speaking skill at the second grade students State Senior High School 12 Pekanbaru.

2. Significant of the Research

a. Hopefully this research is able to benefit the writer as a novice researcher in learning how to conduct a research.

b. These research findings are also expected to be useful and valuable information for both students and researchers at the second grade students State Senior High School 12 Pekanbaru to prevent bullying toward students.

c. Finally, these research findings are also expected to be the practical and theoretical information to develop theories on increasing self-confidence of students.

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out her research. This research is motivated by the following reasons:

a. The title of this research is relevant research with the researcher's status as a student of English department.
b. The title research is not yet investigated by other previous research.
c. The location of the research facilitates the research for conducting the research.
d. The researcher wants to find out the significant influence of students' cyber-bullying on self-confidence on speaking skills.

E. The Definition of the Term

There are so many terms involved in this research. In order to avoid misunderstanding toward the terms used. Thus the following terms are necessarily defined as follows:

1. Influence

According to Oxford Dictionary (2008), influence is somebody or something that affects the way people behave or think. In this research, influence is defined affecting of cyber-bullying on students self-

confidence on speaking skill, especially students at state Senior High School 12 Pekanbaru

2. Cyber-bullying

According to Berne (2014, p.527-533) verbal and mental are effects of cyber-bullying in cases when the bullies leave mean comments on the victim's social media page. Cyber-bullying is a person that has problems with health (physical), emotional (psychological) and academic performance. In this research, use is defined cyber-bullying can influence physical, physiological and academic performance students at second grade Senior High School 12 Pekanbaru.

3. Self-confidence

According to Tirole (2002) confidence is one's ability generally enhances motivation, making it a valuable asset for individuals with imperfect willpower.

4. Speaking English

According to Nunan (1989, p.48) speaking is the productive aural or oral skill. However in this research speaking English means that to share ideas, requests, information, services and feeling to communicate in environment at the second grade State Senior High School 12 Pekanbaru.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Cyber-Bullying

a. Definition of Cyber-Bullying

Cyber bullying is a phenomenon that has increased due to the accessibility the internet provides and through modern technologies such as; smart-phones, iPads and computers. Verbal and mental are effects of cyber bullying in cases when the bullies leave mean comments on the victim's social media page. Cyber-bullying is a person that has problems with health (physical), emotional (psychological) and academic performance.

All human beings cannot be separated from technology. In fact, 95% of adolescents are connected to the Internet (Lenhart, 2011). This shift from face-to face communication to online communication has created a unique and potentially harmful dynamic for social relationships – a dynamic that has recently been explored in the literature as cyber-bullying and Internet harassment. Cyber-bullying can affect adolescents in different ways: such as creating a low self-esteem, mental illness and suicidal thoughts (Alvant, 2006). The outcomes of cyber-bullying can also affect the adolescent in the future where she or he will not be motivated to attend school, which can lead to poor performance.

b. The Concept of Cyber-Bullying

The Skolverket (2013) makes concepts for education used in order to describe the term bullying. They are;

1. *Violation* is referred to an action or treatment where a student's dignity is violated.
2. *Harassment* is when a student is violated due to gender, gender transgressive identity, religion, ethnicity, sexual orientation, and functional limitation. These factors are also referred to as discrimination reasons.
3. *Discrimination* is when a student is disfavored due to the discrimination reasons. In order for discrimination to be issued, unequal power must occur between the one that discriminates and the one that is being discriminated.

In order to conduct research on bullying, which requires specific criteria for classifying students as bullies, victims or bystanders, as a research a researcher must first identify when a student is being bullied. According to Olweus (1993, p.12), students are being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. A bully, on other hand, was defined as the person who makes attempts to intentionally inflict injury or discomfort on another person, acting out negative action of aggressiveness, typically characteristic of a bully (Olweus, 1933).

Bullying, in and of itself, is an imbalance in strength (or an asymmetrical power relationship), which means that students who experience negativity havedifficulty defending themselves (Olweus, 1993, p. 10). Therefore, bullying becomes a proactive aggression that typically occurs and reoccurs without any apparent reason or provocation from the victim.

c. Effects of Cyber-Bullying

There are effects and the consequences that emerge because of cyber bullying. Pursuant to the studies, cyber-bullying can have a great impact on students' lives and well-being and on their future. The students in the studies discuss the level of harm that emerges from cyber-bullying and the difference in the methods that are used to harass, violate and discriminate.

The different methods of cyber-bullying can evoke many emotions such as; depression, embarrassment, fright and anger. These emotions are described to become more harmful due to the internet having a wider audience which contributes to more people having access to personal information about the victim which leads to more shame and embarrassment (Slonje, 2012).

According to Safaria (2016, p.44) 26.3% participants do not know (anonymous) who committed cyber-bullying against them. 33.3% noted that the bully was their friend in class, 8.1% reported that the bully was their former best friend, 24.2% said that bully was someone in their school, 8.1% said that the bully was someone from another school.

Frisen (2012) investigated the experiences of appearance related cyber-bullying among adolescents, twenty-seven adolescents participated in the interviews and they were divided into four focus groups. According to Berne (2014) it is most common that girls are exposed to harassments concerning their looks and also that judgments concerning looks are more important to girls, who also lead to girls who are being exposed to harassments regarding their looks

become more depressed and their self-esteem becomes lower, while boys do not seem to care as much.

Nora (2007) discusses the harms and effects of cyber-bullying from a school nurse perspective. Seven nurses participated in this study. The nurses in the study state that cyber-bullying destroys the self-image and well-being of the students who are exposed to this phenomenon. The study further emphasizes the experiences of the school nurses regarding students that have exposed others or been exposed to cyber-bullying. It is shown that students develop feelings such as worry, unease and sadness which in worst cases would lead to depression and anxiety. This study also describes that cyber bullying has an impact on the perpetrator i.e. the one that practices the cyber bullying. The students in the study expressed that 8 they were afraid and lonely, some of them were either bullied or sought to take revenge and some were afraid due to the fear of being caught. Anxiety emerges when these students regret their action since the cyber-bullying is different than bullying due to the internet being wide and it is difficult to erase something from the internet. The consequences for the students were feeling sad, annoyed and angry with themselves.

The effects of cyber-bullying have been predominantly explored in the area of students' mental health concerns. In general, researchers have examined the relationship between involvement with cyber-bullying and students' tendency to internalize issues (for example, the development of negative affective disorders, loneliness, anxiety, depression, suicidal ideation, and somatic symptoms). Although not as prolific, past work has also examined the impact of

cyber-bullying on adolescents' tendency to externalize issues (for example, through substance use, delinquency).

d. Types of Cyber-Bullying

According to Langos (2012, p.15) there are two types of cyber bullying:

1. Direct cyber-bullying occurs when the victim is directly contacted by the bully on an individual basis. This can be direct contact made by phone calls, text messages, e-mails, or some other personal and immediate means. In direct cyber-bullying, the victim is aware of their perpetrator in and it conducted on a more one-on-one basis. According to Safaria (2016, p.44) the majority of participants had experienced named calling harassment (225, 45.5%) including;
   a. Rumor/gossip (31.3%) 155 participants.
   b. Threats (5.1%) 25 participants
   c. Unwanted sexual context (2.6%) 13 participants
   d. Their personal matters being uncovered (15.6%) 77 participants
2. Indirect cyber-bullying occurs when the bully does not contact the victim directly. In indirect cyber-bullying, the victim is typically not aware of whom their bully is and it may be someone that they never met. Smith (2006) outlined six main sub categories of indirect cyber-bullying:
   a. Text-message bullying, also called SMS bullying.
   b. Taking photos through a mobile phone camera and distributing photos through text message or video clips

c. This may involve ―Happy Slapping‖ attacks, in which a gang may film themselves attacking random pass by, or targeted individuals.

d. Phone calls are bullying via mobile phones, involving the left and subsequent use of another person's phone in an attempt to make him/her appear culpable.

e. Email bullying, chat room bullying and bullying through instant message.

f. Bullying via web-sites, which may include the use of defamatory blogs, personal web-sites, online personal polling sites, general polling sites, and also the misuse of certain social networking sites (ex. Facebook, Instagram, and You tube) for the purpose of bullying.

Safaria, (2016, p.44) also explained that more than 495 students, 18.2% (90) had experience cyber-bullying through mobile phone communication. Many participants experienced get cyber-bullying on;

a. Facebook (255, 51.5%)

b. Twitter (65, 13.1%)

c. Short Messages Service (65, 13.1%)

d. You-tube (10, 2%)

According to Bartlett (2011, p.69-84) victims can sometimes feel angry without knowing who to blame and confused about why they targeted. Both forms of cyber-bullying have negative effects but the confusion that comes with indirect cyber-bullying can exacerbate the situation.

e. To Recognize the Victim who get by Cyber-bullying

There are 5 ways to know the students get bullying:

a. Monitoring Student's social media and their activity during the teaching learning process.

b. Get as much specific information about bullying, example by parents of students, by friends of students or by student self.

c. Give an explanation about cyber-bullying and why cyber-bullying occurs. d. Give advice and how to handle if the students get cyber-bullying.

d. Make it your student's consistency with them-selves.

f. The Influence of Cyber-bullying in Speaking

According to Luca (2009) those are five construct domains the cyber bullying: beliefs and attitude, perceived school, perceived self-confidence, behavioral intention and behaviors. Those are considered to be critically related and contributing to students' actions (speaking performance), in this case actions related to cyber bullying. Therefore, students' beliefs and opinions about cyber-bullying and their perceived school all contribute to their actions during and after the cyber-bullying incidents.

2. The Nature of Self-confidence

a. Definition of Self Confidence

Confidence is a being person's belief with the statement that represents the best possible response and it describes a person's strength of belief about the accuracy quality of a prediction, judgment, or choice (Peterson, 1988).

According to Brown (2007) that give sample verbal and non-verbal assurances to students ability. Energy that the students would otherwise direct at avoidance or at erecting emotional walls of defense is thereby released to tackle the problem at hand. Hence, confidence can determine what course of action we take. If we have complete confidence in a belief, then common sense dictates that this will strongly influence the choice. For example, if we are confident that it's going to rain then we will choose to take an umbrella when we go to a place; whereas if we are certain it is going to be sunny all day it will not. We will then be confident that the choice was the right one. However we are not always confident in our decision. The sky outside may be grey but we still don't know if it's going to rain or not. This case also happens at school. The students have to have confidence when answering or presenting material in front of the classes.

The fact that a higher self-confidence enhances the individual's motivation gives anyone with a vested interest in his performance an incentive to build up and maintain his self-esteem. First, the manipulator could be another person (parent, teacher, spouse, friend, colleague, manager) who is eager to see him —get his act together, or otherwise apply him-self to the task at hand. Such interpersonal strategies are studied in Tirole (2002). Second, for an individual suffering from time inconsistency (e.g., hyperbolic discounting), the current self has vested interest in the self-confidence of future selves, as it helps counter their natural tendency to quit too easily. It is in this context, which builds on Carrillo (2000) that we shall investigate a variety of intrapersonal strategies of self—esteem maintenance. We shall thus see how and when people may choose to

remain ignorant about their own abilities, and why they sometimes deliberately impair their own performance or choose overambitious tasks in which they are sure to fail (self- handicapping).

b. The Demand for Self-Confidence

According to Tirole (2002) confidence in one's abilities generally enhances motivation, making it a valuable asset for individuals with imperfect willpower. The demand for self-confidence must be weighed against the risks of overconfidence. There are 3 reasons:

1. A first reason may be that thinking of oneself favorably just makes a person happier: self—image is then simply another argument in the utility function. Indeed, psychologists emphasize the affective benefits of self—esteem as well as the functional ones on which we shall focus.
2. Signaling value. A second explanation may be that believing oneself to be of high ability or morality makes it easier to convince others (rightly or wrongly) that one does have such qualities. Indeed, it is often said that to lying most convincingly one must believe one's own lies. While the idea that people are ―transparent‖ and have trouble misrepresenting their private information may seem unusual in economics, one could easily obtain an instrumental value of self—confidence from a signaling game where those who truly believe in their own abilities face lower costs of representing themselves favorably to others.
3. Motivation value. The explanation that we emphasize most is that self-confidence is valuable because it improves the individual's motivation to

undertake projects and persevere in the pursuit of his goals, in spite of the setbacks and temptations that periodically test his willpower.

c. Self-Confidence in Speaking English

According to Intyre (2004) suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. Speaking requires a high level of self-confidence that means the state of being sure of doing something and not being shy and aggressive in social situations. Thus, in order to be a native like speaker in foreign language, self-confidence is one of the keys that unlock some important communication barriers.

3. The Nature of Speaking English

a. The Definition of Speaking English

Speaking is a complex skill, which should be taught everywhere, and it is a skill that learners learn better in groups (Murica, 2001). Speaking is one of the important skills in English. Every day we need to talk to each other. Of the four skills, speaking skill usually gets the first priority in English teaching. In relation to this, Danielson (2008) state : ― the scientifically valid procedure in language learning involves listening first, to be followed by speaking then comes reading and finally the writing of the language‖ It means that English teaching in earlier stages should be focused on the development of listening and speaking skills.

Speaking does not cover just knowing the linguistic feature; the linguistic feature of the message expanding oral communication requires more

than memorized vocabulary and grammatical comprehension. One of the obstacles of learning speaking is the contradiction between class materials and courses, so that most of the teachers do not facilitate situations for real practice in speaking; Beside, the teacher should take into account learners' interest and needs. Learners should take part in oral activities to exchange spontaneously their thoughts in second language speaking (Derakhshan, 2015).

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency takes into account —the ability to keep going when speaking spontaneously (Gower, 1995). Bygate (1987) identified two elements: production skill and interaction skill. In production skill, speaking ability take place without a time limit environment and in interaction skill, there is a negotiation between learners. Both skills help learners to improve their speaking ability easier. Learners should plan and adjust their talk; and effective speakers should be proficient by practicing. It shows that speaking is high risking activity that creates anxiety and causes learners to worry about losing face.

b. Students Problem in Speaking English

Students sometimes have some problems when they want to talk especially in the classroom during the learning process. They feel worried about making mistakes and they feel afraid of making some grammatical errors in speaking.

According to Al-Hosni (2014) researchers observe that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency. Al-Hosni (2014) identifies factors causing speaking difficulties as:Students are anxious when making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate while others speak very little or not at al. Learners who share the same mother tongue tend to use it because it is easier and because they feel less exposed if they speak their mother tongue (Al-Hosni, 2014, p.123).

AL-Hosni (2014) argues that some possible problems in speaking including;

a. Inhabitation. Learners are often inhibited about trying things in foreign language classrooms, afraid to make mistakes or to be criticized and shy to utter words.
b. Nothing to say. Sometimes the students find difficulties in saying something in English, so that the students cannot express what they mean.
c. Low or uneven participant. The students lack a participant to speak even in the classroom or outside. So the students are not usually able to speak English or in order to speak.
d. Mother tongue use. Mother tongue sometimes influences students' speaking when the students speak English using their mother tongue, they will feel unnatural to speak foreign language, it is because English is not their first or second language.

c. The Purpose of Speaking English

It is beneficial to understand about the purpose of speaking itself. According to Lynch (1992) there are eight purposes of studying speaking:

a. To achieve and extend the learners' linguistic competence.
b. To increase their confidence in using spoken English
c. To develop their ability to analyzed and evaluated spoken performance
d. To sharpen their strategy competence in face-to-face interaction
e. To convey their message to someone else.
f. The learners can use communication strategies dictionary or previous input to make up for gaps in their productive knowledge
g. There are plenty of opportunities to produce
h. The learners talk about things that are largely familiar to them

B. The Relevant Research

The research can be accepted and be continued because it is relevant with several researchers that have been conducted before. The researcher shows the relevant research which is done by first the relevant research taken by researcher in this research that was conducted by Safaria, Triantoro (2016) research entitled *"Prevalence and Impact of Cyber-bullying in a Sample of Indonesian Junior High School Students in Yogyakarta.* The subject in this research was the seventh grade Junior High School in Yogyakarta, there were 102 students. The researcher used observation and collecting the data. The result of this study shows that bullying in

Junior High School in Yogyakarta was a sufficient advance. The percentage bullying at Junior High School Yogyakarta was 19.6% (20) had never experienced bullying in school, 10.8% (11) experienced occasional bullying, 29, 4.9% (30) of participants experienced bullying several times and 27.5% (28) of participants experience bullying often, 12.7% (13) of participants experienced bullying almost every day. The research conducted by Safaria, Triantoro is different from this research in which in this research, the researcher tries to find the significant influence of cyber-bullying on students' self-confidence level on speaking skill at second grade Senior High School 12 Pekanbaru. The researcher took 24 students as samples of this research by using total sampling. To collect the data, researchers used observation to find out students' cyber bullying in the class, find out students' self confidence level in the classroom and test to know the students' speaking skill will influence by cyber-bullying and their self-confidence.

Second, the research by Dermawan (2010) researched entitled *"Bullying in School: A Study of Forms and Motives of Aggression in Two Secondary Schools in the city of Palu, Indonesia"*. In this the researcher used instruments to collect the data and measurement. In collecting the data the researcher used 246 participants (that 149 girls and 97 boys from eight classes from grade eight), semi anonymous questionnaires ask the students wrote their level of grade, sex and students' number instead of names, interview with teacher and students, filed notes and recording utterances between the teacher and the students. Inmeasurements the researcher used measuring questionnaires by social research

method. The result of this research is if one student made a sort of mistake or wrong expression, others tried to correct him or her. The writer used identified respondents during interview sessions with those who had already met some specific criteria of being a bully. The researcher asked more about personal experiences, perceptions, and justification regarding their behavior against their victims. Students who were involved in the researcher's interview preferred group interviews than individuals one. In group interviews the students felt more relaxed and not tense even to the point where they would admit to their deviant attitudes. The questions for teachers were designed with different purposes than those for students. They were mainly related to teachers' perceptions and points of view, judgments against the bullies and how to deal with bullying behavior. The research conducted by Dermawan is different from this research in which in this research, the researcher tries to find significant influence of cyber-bullying on students' self confidence level on speaking skill at second grade Senior High School 12 Pekanbaru. The researcher took 24 students as samples of this research by using total sampling. To collect the data, researchers used observation to find out students' cyber-bullying in the class, find out students' self confidence level in the classroom and test to know the students' speaking skill will influence by cyber-bullying and their self-confidence.

Third, the research by Juvonen (2008) researched entitled *"The National Crime Prevention Council: Stop Cyber-bullying before it Starts"*. In this the researcher used instruments to collect the data and measurement. In collecting the data the researcher conducted an anonymous web survey of 1,454 children

between the ages of 14 and 17 in 2005 and found that nearly 75% of teenagers reported being cyber-bullying at least-once during a recent 12-month period with 41% reporting 1-3 episodes, 13% reporting four-six episodes, and 19% reporting seven or more episodes in the previous 12 months. However, only 10% reported cyber-bullying to a parent or other adult. Forty-six percent of 12 to 14 year old girls and 27% of 12 to 14 year old boys indicated that they did not report cyber - bullying because they feared restriction of their internet usage by adults, and about 30% of 12 to 14 year olds feared they would get into trouble with adults. It conducted an online survey of 13 to 17 year olds. The review found that three out of four teens surveyed admitted to engaging in cyber-bullying of others, 18% percent of middle school aged children reported feeling scared by cyber-bullying while 11% of high school aged children reported feeling scared by cyber-bullying.

The research conducted by Juvonen is different from this research in which in this research, the researcher tries to find significant influence of cyber-bullying on students self-confidence level on speaking skill at second grade Senior High School 12 Pekanbaru. The researcher took 24 students as samples of this research by using total sampling. To collect the data, researchers used observation to find out students' cyber bullying in the class, find out students' self confidence level in the classroom and test to know the students' speaking skill will influence by cyber-bullying and their self-confidence.

C. Operational Concept

The operational concept is the concept that is used to avoid misunderstanding and misinterpretation in the scientific study because the concept is still operated as an abstract from the research. The researcher wants to know the significant influence of cyber-bullying, self-confidence and their speaking skill.In this research, there are two variables students' cyber-bullying is symbolized by X, and students' self-confidence is symbolized by Y.

According to Sticca (2013) says the indicators of variable X (the influence of cyber bullying as independent variable) are follows:

1. Students have used the internet and social media.
2. Students have made a mistake in their social media.
3. Students have engaged in cyber-bullying.
4. Students have been victims of cyber-bullying.

According to Sticca (2013) says, the indicators of variable Y (self-confidence on speaking English) as dependent variable) are follows:

1. The self-confidence of students are low when speaking English.
2. The self-confidence of students are middle when speaking English.
3. The self-confidence of students are high when speaking English

D. Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the better the students' do not do cyber-bullying in the class, the better the students' keep self-confidence level

in the class, and better the students' speaking skill will be at the second grade Senior High School 12 Pekanbaru.

2. Hypothesis

Based on assumption above, the hypothesis of this study can be forwarded as follow: H_0: there is no influence of students' cyber-bullying on their self-confidence and their speaking skill.

H_a: there is influence of students' cyber-bullying on their self-confidence and their speaking skill.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

The design of this research is an influence in explanatory research design. According to John(2008, p.340) an explanatory research design is a correlational design in which the researcher is interested in the extent to which two variables (or more) co-vary, that is, where changes in one variable are reflected in changes in the other. Those variables are students' cyber-bullying and their self - confidence and their speaking skill. The students' cyber-bullying is the independent variable (X), the students' self-confidence is dependent variable (Y).

According to John (2008, p.21) correlation design is procedures in quantitative research in which investigators measure the degree of association (or relationship) between two or more variables using the statistical procedure of correlation analysis. This degree of association expressed as a number, indicates whether the two variables are related or whether one can predict another.

Correlation was also conducted to further examine the interactions of these variables. The data had the ability to also be sorted by participant level of education and current location to examine any potential instances of variance. Rarely are two variables perfectly uncorrelated but many are sufficiently related to permit useful predictions.

The data would be analyzed by using statistical formulas to determine whether there was any influence of students' cyber-bullying on students' self-

confidence level and students' speaking skills. In this analysis, the researcher used the formula of correlation product moment.

In addition, Cohen (2007) also stated that regression analysis can be used to know the effect or influence of independent variables on dependent variables. In this case, the researcher wanted to know the influence of cyber-bullying on students' self-confidence level in speaking. Because there was only one independent, the researcher used simple linear regression.

B. The Time and Location of the Research

This research would be conducted at the second grade students of State Senior High School 12 Pekanbaru. The research would be started from February 2019 in 2018/2019 of the academic year. It is located on Garuda Sakti Street KM 3 inPekanbaru city.

C. The Subject and Object of the Research

1. The Subject of the Research

The subject of this research was the second grade students of State Senior High School 12Pekanbaru. It consists of 33 students from 313 all students at the State Senior High School 12 Pekanbaru.

2. The Object of the Research

The object of the research was the influence of cyber-bullying on students on speaking ability. The writer wanted to know the influence of students' cyber-bullying on self-confidence in speaking English.

D. The Population and Sample of the Research

1. The Population of the Research

According to John (2008) population is a group of individuals who have the same characteristic. The population of this research was 313 students of second grade State Senior High School 12 Pekanbaru. It consisted of 5 social classes and 4 science classes.

2. The Sample of the Research

According to John W. Creswell (2008), the sample for a correlation study is selected by using an acceptable sampling method and 30 participants or generally considered to be a minimally acceptable sample size. The higher the validity and rehabilitee of the variables to be correlated, the smaller the sample can be, but not least than 30. The researcher researched the students in the second grade social 1. It consisted of 33 students. Female And male students were separated, 16 female and 17 male students. Thus the total population would be 24 students, because the population of this research is not too big, so the technique used in taking the sample would be a total sampling technique.

TABLE III.1
The Population of the Research

Class	Number of Students	Male	Female
XI IIS 1	33	16	17
XI IIS 2	37	21	16
XII IIS 3	38	17	21
XI IIS 4	35	18	17
XI IIS 5	28	9	19
XI MIA 1	35	12	23
XI MIA 2	34	13	21
XI MIA 3	37	17	20
XI MIA 4	36	10	26

(*Source: SMA NEGERI 12Pekanbaru 2018/2019)*

E. Technique of Data Analysis

Singh (2006, p.212) says the data collection is the accumulation of specific evidence that will enable the researcher to properly analyze the result of all activities by his research design and procedures. The researcher would collect the data of the observation. Then, the data would be analyzed quantitative as follow:

1. Stage 1: : Clearly Define Target Population

   The first stage in the sampling process is to clearly define target population. Population is commonly related to the number of the students at the school. In this research the researcher chose State Senior high school 12 Pekanbaru as a school for do this research. And the researcher choose

Second Grade Social State Senior High School. It consists of 33 students of State Senior High School 12 Pekanbaru.

2. Stage2: Select Sampling Frame

A sampling frame is a list of the actual cases from which sample will be drawn. The sampling frame must be representative of the population. After the researcher found that class as a target for this research, the researcher determine 24 students as a list of actual cases. Because the reseacher find 24 students that allowed cyber-bullying.

3. Stage 3: Choose Sampling Technique

Taking a subset from chosen sampling frame or entire population is called total sampling. Total sampling can be used to make inference about a population or to make generalization in relation to existing theory. In essence, this depends on choice of sampling technique. There are 2 sampling techniques: probability sampling and non-probability sampling. In this research, the researcher took probability sampling. Probability sampling means that every item in the population has an equal chance of being included in sample. Probability or random sampling has the greatest freedom from bias but may represent the most costly sample in terms of time and energy for a given level of sampling error (Brown, 1947). In this research, the researcher did survey or give some questionnaires to get the level of sampling for students' cyber-bullying and students' self-confidence level at Second Grade Sate Senior High School 12 Pekanbaru by Likert Scale.

4. Questionnaires

In order to get some data that is needed to support this research, the researcher would use questionnaires technique. These questionnaires were generally intended to identify the prevalence of bullying. This technique was carried out indirectly the process and the result on the students' cyber bullying, their self-confidence and their speaking ability.

In order to get the result of questionnaire technique, the researcher used a **Likert Scale**. There are two common applications of the Likert Scale have participants use the scale to describe themselves or to indicate their level agreement. According to Haueter (2003, p.229) used the following 5- point scale for and item included in the Newcomer Socialization Questionnaire to indicate a level of agreement:

1	2	3	4	5
Strongly Disagree	Disagree	Neither	Agree	Strongly Agree

According to Haueter (2003, p.229) used 5-point scale to describe their opinion:

1	2	3	4	5
Never	Seldom/Sometimes	Often	Usually	Always

TABLE III.4

The Scale of Students' Cyber-bullying

No	Pupil Response	Category
1	Never	Very good
2	Seldom	Good
3	2-3 times a month	Need solution
4	Weekly	Need attention
5	Daily	Need more attention

F. Technique of Analyzing the Data

In order to find out whether there is no significant influence of cyber bullying on self-confidence level on speaking skill at the second grade of State Senior High School 12 Pekanbaru, the data will be analyzed by using statistical formulas. The researcher used the score of questionnaire for variable X and Y. in analyzing the data the researcher used simple Regression analysis using SPSS 23 version. According to Schneider (2010, p 777) simple regression is used to study the linear relationship between a dependent variable Y (students' self-confidence level in speaking) and one or more independent variable X (influence of cyber-bullying).The dependent variable Y must be continuous, while the independent variables may be either continuous, binary, or categorical. In manually, the formula of test is as follows:

Y = a+bx. Where:

a: the Y- intercept of the line b: slope

Statistically the hypotheses are:

H_a: sig. value < 0.05

H_o:sig. value > 0.05

H_a: there is a significant influence of students' cyber-bullying on students' self confidence level and speaking skill.

H_o: there is no significant influence of students' cyber-bullying on students' self-confidence level and speaking skill.

Then, the result of regression analysis provided a determination coefficient (R square) to explain how much variance in the dependent variable is explained by the independent variable in the calculation. Besides to find out the percentage of questionnaire result on students cyber-bullying, the formula is:

$P = FN \times 100$

Where:

P: Percentage N: Number of items

F: Frequency

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the influence of students' cyber-bullying and their self-confidence level at the second grade students of State Senior High School 12 Pekanbaru. So, the researcher can conclude this research as follows:

1. Based on the data that researcher got. She found that the students' self-confidence level which is influenced by cyber-bullying at the second grade of State Senior High School 12 Pekanbaru total score was 1557, the standard deviation was 10.46 and the mean score was 47.18 is categorized into '**Less**" level.
2. Students' cyber-bullying influenced their self-confidence level about 55.8%. Based on the result of the research, the students' cyber-bullying may influence their self-confidence level.
3. There is a significant influence of students' cyber-bullying on their self-confidence level at the second grade of State Senior High School 12 Pekanbaru.

B. Suggestion

Considering the influence of students' cyber-bullying and their self confidence level, the researcher would like to give some suggestion as follows:

1. **Suggestion for Teachers**

   a. It is recommended to teachers to help students stop doing cyber-bullying because it is not good for them.

   b. The teacher should help students to improve their self confidence level by motivating them.

2. **Suggestion for Students**

   a. The students should stop cyber-bullying each other because it may influence someone's self-confidence.

   b. The students should motivate themselves and have more confidence in speaking English. They also do not need to think if they get commented on or bullied by others.

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APPENDIX 1

Questionnaire of the Influence of Cyber-Bullying

NAMA ;

CLASS ;

QUESTIONNAIRE

1. This questionnaire purposes to collect the data of students that get low self-esteem, mental illness and suicidal thoughts.
2. The questionnaire does not have relation with your score at school.

Questions	Never	Seldom/ Sometimes	Often/ ever	Usually	Always
I always used my gadget, like computer, and smartphone					
Saya selalu menggunakan gadget seperti computer dan handphone					
I often use internet in daily life					
Saya sering menggunakan internet dalam kehidupan sehari hari					
I active in social media like; Facebook, Twitter, Instagram, WhatsApp, You Tube, Yahoo					
Saya aktif dalam social media seperti;					

Facebook, Twitter, Instagram, WhatsApp, You Tube, Yahoo					
I always update status in my social media					
Saya selalu update status disosial media					
I ever make a mistake when I update status in my social media like; talked myself of shame, post a vulgar video or picture					
Saya pernah membuat sebuah kesalahan ketika saya mengupdate status di media social seperti;membicarakan tentang bentuk diri sendiri, memposting video atau gambar vulgar.					
I ever got bullying in my social media, because of some problem like; body shaming, dialect, skin colors.					
Saya pernah mendapat bully I social media karena beberapa masalah seperti bentuk tubuh, dialek, dan warna kulit					

I ever feel inferior with myself because of my body shaming					
Saya pernah merasa takut dengan iri saya karena bentuk tubuh saya					
I ever feel inferior because of my dialect when I got bullying in my social media.					
Saya pernah merasatakut dengan dialek saya karena saya mendapat bully di social media					
I ever feel inferior because of my skin colors when I got bullying in my social media					
Saya pernah merasa takut Karena warna kulit saya ketika saya mendapat bully di social media					
I ever feel inferior because of my mistake when update status in social media like; talked my own of shame, post a vulgar of video or picture					
Saya pernah merasa takut Karena					

kesalahan saya ketika menggupdate status di media social seperti berbicara mengenai bentuk tubuh saya, memposting foto atau video vulgar					
I am not brave to speaking English in front of the class after got cyber-bullying					
Saya tidak berani berbicara bahasa inggris di depan kelas setelah mendapat bully					
I am afraid of being mocked by my friend when speaking English in front of the class after got cyber-bullying					
Saya takut diejek oleh teman ketika berbcara bahasa inggris di depan kelas setelah mendapat bully					
I ever feel afraid of being wrong when speaking English in front of the class after got cyber-bullying					
Saya pernah merasa takut melakukan kesalahan ketika berbicara bahasa inggris					

di depan kelas setelah mendapat bully					
I am not confident in myself when speaking English in front of the class after got cyber-bullying					
Saya tidak percaya diri ketika berbicara bahasa inggris di depan kelas setelah mendapat bully					
I ever thought of not going to school after got cyber-bullying in my social media					
Sya pernah berpikir untuk tidak pergi ke sekolah setelah mendapat bully di social media					
I ever wanted to move from this school to another school after got the cyber-bullying					
Saya pernah ingin pindah dari sekolah ini ke sekolah lain setelah mendapat bully					
I am afraid to post anything in my social media after got cyber-bullying					
Saya takut memposting sesuatu di social					

media setelah mendapat bully					
I ever wanted to kill myself because of cyber-bullying in my social media					
Saya pernah ingin membunuh diri saya karena bully di social media					

APPENDIX 2

Questionnaire of Students' self-Confidence Level in Speaking English

QUESTIONNAIRE

NAME ;

CLASS ;

1. This questionnaire purposes to collect the data of students that get students high, middle, and low self confidence level in speaking English
2. The questionnaire does not have relation with your score at school.

SD = strongly disagree; D = disagree; N = neutral; A = agrees; SA = strongly agrees

NO	ITEMS	SD	D	N	A	SA
1	I have enough ability to improve my speaking English.					
	Saya cukup mampu mengembangkan berbicara Bahasa Inggris saya					
2	I am sure that if I practice speaking more, I will get better grades in the class					
	Saya yakin bahwa saya berlatih berbicara lebih, saya akan mendapat nilai yg lebih baik dalam kelas					
3	I can speak better than my classmates.					
	Saya berbicara lebih baik dari teman sekelas saya					
4	I am not stressed out when speaking English in the classroom.					

	Saya tidak tertekan ketika berbicara Bahasa Inggris di depan kelas					
5	I can find the strategy to get the message across.					
	Saya bisa menemukan strategi untuk mendapatkan pesan satu dengan yang lainnya.					
6	I enjoy speaking with a proficient partner.					
	Saya menikmati berbicara dengan seorang rekan yang pandai.					
7	I am one of the best students in speaking courses.					
	Saya adalah satu dari siswa siswa yang paling baik dalam latihan berbicara.					
8	I enjoy meeting tourists because I can speak with them well.					
	Saya menikmati bertemu turis karena saya bisa berbicara baik dengan mereka					
9	The more difficult the speaking practice is, the more enjoyable it is.					
	Lebih sulit latihan berbicara, jika bias lebih menikmatinya.					
10	When teacher asks a question, I raise my hand to answer.					
	Ketika guru bertanya sebuah pertanyaan, saya mengangkat tangan saya untuk menjawab.					

11	I'm confident about my ability to interact with other English speakers.					
	Saya yaking dengan kemampuan saya untuk berinteraksi dengan pembicara Bahasa Inggris lainnya.					
12	Whil e speaking, I can deal efficiently with unexpected situations.					
	Saat berbicara, saya bisa sepakat secara efisien dengan situasi yang tidak terduga.					
13	While speaking, I can remain calm when facing difficulties.					
	Saat berbicara, saya tetap bisa tenang ketika dalam kesulitan.					
14	When I'm talking with fluent speakers, I let them know if I need help.					
	Ketika saya berbicara dengan pembicara yang fasih Bahasa Inggris, saya membiarkan mereka tahu kalau saya membutuhkan pertolongan					
15	I'm confident I can communicate what I mean easily.					
	Saya percaya saya bisa berkomunikasi apa yang saya maksud dengan mudah.					
16	I can discuss subjects of my interest with my					

	classmates.					
	Saya bisa berdiskusi tentang sesuatu hal yg membuat saya tertarik dengan teman sekelas saya.					
17	I'm able to actively participate in my speaking classes.					
	Saya bisa lebih aktif berpartisipasi dalam kelas berbicara.					
18	I can describe myself to others in English.					
	Saya bisa mendiskripsikan diri saya ke yang lain dalam Bahasa Inggris.					
19	I'm sure I can use English outside the classroom.					
	Saya yakin saya bisa menggunakan Bahasa Inggris di luar kelas.					
20	I believe I'm a good English speaker.					
	Saya yakin saya seorang pembicara Bahasa Inggris yang baik.					
21	I can ask my teacher to someone else in English.					
	Saya bisa menanyakan guru saya kepada orang lain dalam Bahasa Inggris.					
22	I can introduce my teacher to someone else in English.					
	Saya bisa memperkenalkan guru saya ke orang lain dalam Bahasa Inggris.					

23	I can introduce myself in English. Saya bisa memperkenalkan diri saya dalam Bahasa Inggris.					
24	I can tell a story in English. Saya bisa menceritakan sebuah cerita dalam Bahasa Inggris					
25	I can answer my teacher's questions in English. Saya bisa menjawab pertanyaan guru saya dalam Bahasa Inggris.					

APPENDIX 3
Data of Spss

```
REGRESSION
/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT VAR00002
/METHOD=ENTER VAR00001.
```

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Students' Cyber Bullying[b]	.	Enter

a. Dependent Variable: Students' Self-Confidence

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.747[a]	.558	.544	9.34597

a. Predictors: (Constant), Students' Cyber Bullying

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3421.209	1	3421.209	39.168	.000[b]
	Residual	2707.760	31	87.347		
	Total	6128.970	32			

a. Dependent Variable: Students' Self-Confidence

b. Predictors: (Constant), Students' Cyber Bullying

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19.402	7.626		2.544	.016
	Students' Cyber Bullying	.988	.158	.747	6.258	.000

a. Dependent Variable: Students' Self-Confidence

```
NPAR TESTS
  /K-S(NORMAL)=RES_1
  /MISSING ANALYSIS.
```

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		33
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	9.19877778
Most Extreme Differences	Absolute	.101
	Positive	.097
	Negative	-.101
Test Statistic		.101
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

```
FREQUENCIES VARIABLES=VAR00001
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE SUM
  /HISTOGRAM NORMAL
  /ORDER=ANALYSIS.
```

Frequencies

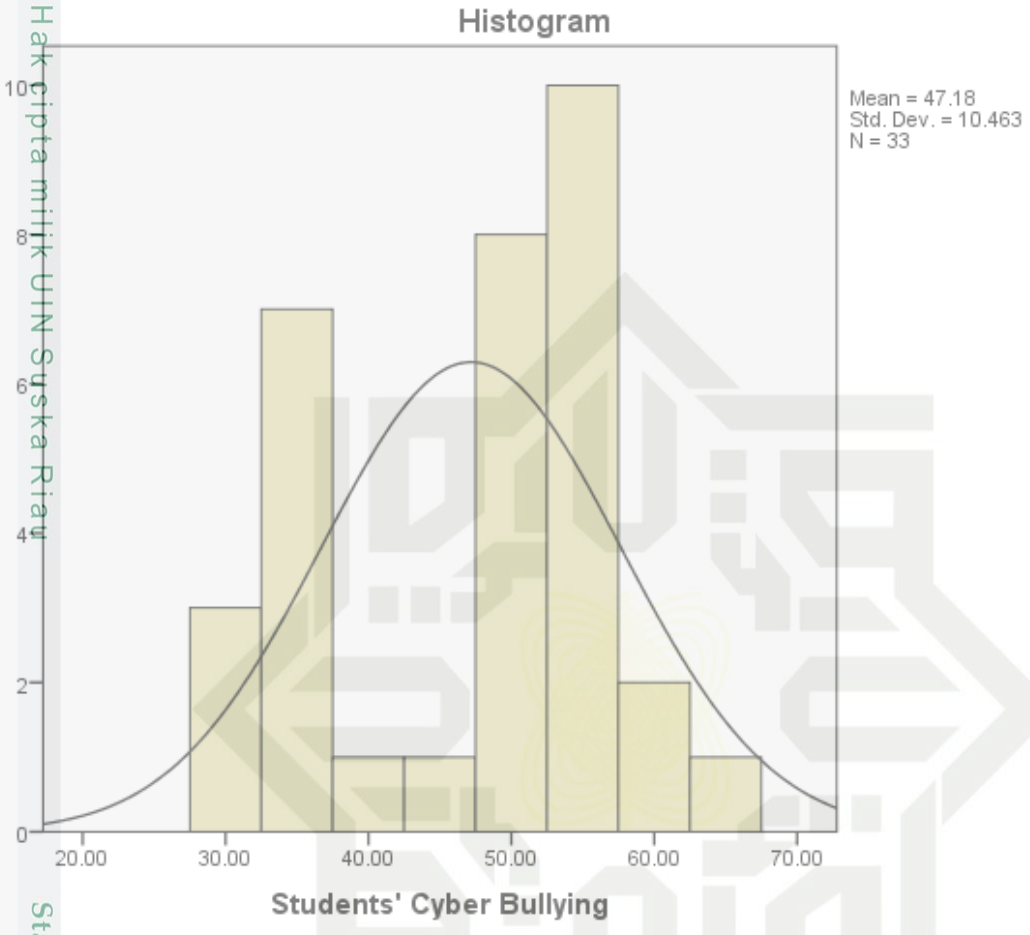
Statistics

Students' Cyber Bullying

N	Valid	33
	Missing	0
Mean		47.1818
Median		51.0000
Mode		56.00
Std. Deviation		10.46260
Minimum		30.00
Maximum		66.00
Sum		1557.00

Students' Cyber Bullying

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30.00	2	6.1	6.1	6.1
	32.00	1	3.0	3.0	9.1
	33.00	3	9.1	9.1	18.2
	34.00	2	6.1	6.1	24.2
	36.00	2	6.1	6.1	30.3
	38.00	1	3.0	3.0	33.3
	47.00	1	3.0	3.0	36.4
	48.00	1	3.0	3.0	39.4
	49.00	1	3.0	3.0	42.4
	51.00	4	12.1	12.1	54.5
	52.00	2	6.1	6.1	60.6
	53.00	2	6.1	6.1	66.7
	54.00	1	3.0	3.0	69.7
	56.00	6	18.2	18.2	87.9
	57.00	1	3.0	3.0	90.9
	58.00	1	3.0	3.0	93.9
	59.00	1	3.0	3.0	97.0
	66.00	1	3.0	3.0	100.0
	Total	33	100.0	100.0	




```
FREQUENCIES VARIABLES=VAR00002
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN MEDIAN MODE SUM
  /HISTOGRAM NORMAL
  /ORDER=ANALYSIS.
```

Frequencies

Statistics

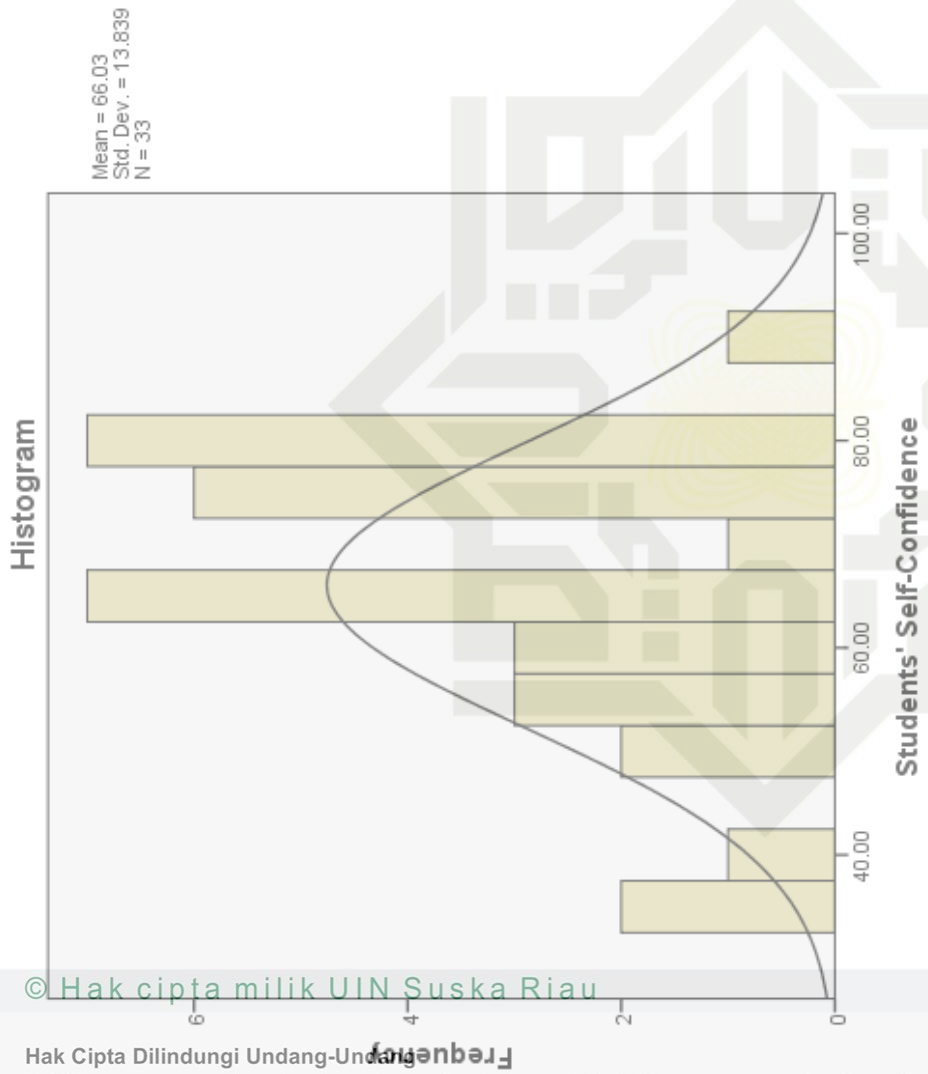
Students' Self-Confidence

N	Valid	33
	Missing	0
Mean		66.0303
Median		67.0000

Mode	78.00
Std. Deviation	13.83945
Minimum	35.00
Maximum	92.00
Sum	2179.00

Students' Self-Confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35.00	1	3.0	3.0	3.0
	36.00	1	3.0	3.0	6.1
	38.00	1	3.0	3.0	9.1
	50.00	2	6.1	6.1	15.2
	54.00	3	9.1	9.1	24.2
	58.00	1	3.0	3.0	27.3
	62.00	2	6.1	6.1	33.3
	63.00	1	3.0	3.0	36.4
	64.00	1	3.0	3.0	39.4
	65.00	1	3.0	3.0	42.4
	66.00	1	3.0	3.0	45.5
	67.00	3	9.1	9.1	54.5
	70.00	1	3.0	3.0	57.6
	74.00	2	6.1	6.1	63.6
	75.00	1	3.0	3.0	66.7
	76.00	3	9.1	9.1	75.8
	78.00	4	12.1	12.1	87.9
	79.00	1	3.0	3.0	90.9
	81.00	1	3.0	3.0	93.9
	82.00	1	3.0	3.0	97.0
	92.00	1	3.0	3.0	100.0
Total		33	100.0	100.0	



APPENDIX 4

Recommendation Letters

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 12 PEKANBARU
SEKOLAH RUJUKAN NASIONAL
Alamat : Jl. Garuda Sakti Km. 3 Kel. BinaWidya Kec. Tampan Kode Pos : 28293
Email : smanduabelas.pekanbaru@gmail.com Telp : (0761) 7875113
NSS : 301096008042 NIS : 300420 NPSN : 10404011
Akreditasi : A

SURAT KETERANGAN RISET

Nomor : 071 / SMAN.12 / VII / 2019 / 1512

Berdasarkan Surat Dinas Pendidikan Provinsi Riau Nomor : 800/Disdik/1.3/2019/5737 Tanggal 26 April 2019 Tentang Riset Penelitian. Yang bertanda tangan di bawah ini, Kepala SMA Negeri 12 Pekanbaru, dengan ini menerangkan :

Nama : **ALISYAH NOVIA SARI**

NIM : 11414200168

Program Studi : S1/Pendidikan Bahasa Inggris

Mahasiswa : UIN SUSKA RIAU

Benar telah melaksanakan riset/penelitian di SMA Negeri 12 Pekanbaru, yang dilaksanakan pada tanggal 13 Februari s/d 13 Maret 2019, data atau hasil dari penelitian tersebut akan dipergunakan untuk bahan pembuatan skripsi yang berjudul :

" THE INFLUENCE OF CYBER BULLYING ON STUDENTS' SELF CONFIDENCE LEVEL IN SPEAKING ENGLISHAT THE STATE SENIOR HIGH SCHOOL 12 PEKANBARU "

Demikianlah surat keterangan ini kami berikan untuk dapat dipergunakan seperlunnya.

Pekanbaru, 22 Juli 2019
Kepala Sekolah,

DINAS PENDIDIKAN PROVINSI RIAU SMA NEGERI 12 PEKANBARU

Hj. ERMITA,S.Pd. MM
NIP. 19720821 199802 2 001

APPENDIX 5

Riset Letters

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/4485/2019 Pekanbaru, 15 Maret 2019
Sifat : Biasa
Lampiran : -
Hal : ***Mohon Izin Melakukan PraRiset***

Kepada
Yth. Kepala Sekolah
SMA Negeri 12 Pekanbaru
di
Tempat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: ALISYAH NOVIA SARI
NIM	: 11414200168
Semester/Tahun	: X (Sepuluh)/ 2019
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd
NIP. 19660410 199303 1 005

PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **P E K A N B A R U**
Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/21902

TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI

182010

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/5886/2019 Tanggal 4 April 2019**, dengan ini memberikan rekomendasi kepada:

1. Nama	:	**ALISYAH NOVIA SARI**
2. NIM / KTP	:	11414200168
3. Program Studi	:	PENDIDIKAN BAHASA INGGRIS
4. Jenjang	:	S1
5. Alamat	:	PEKANBARU
6. Judul Penelitian	:	**THE INFLUENCE OF CYBER BULLYING ON STUDENTS' SELF-CONFIDENCE LEVEL IN SPEAKING ENGLISHAT THE STATE SENIOR HIGH SCHOOL 12 PEKANBARU**
7. Lokasi Penelitian	:	SMA N 12 PEKANBARU

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 23 April 2019

Ditandatangani Secara Elektronik Oleh:
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU PROVINSI RIAU

EVAREFITA, SE, M.Si
Pembina Utama Muda
NIP. 19720628 199703 2 004

Tembusan :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553
PEKANBARU

Pekanbaru, 26 APR 2019

800/Disdik/1.3/2019/5737
Biasa

Izin Riset / Penelitian

Kepada
Yth. Kepala SMAN 12 Pekanbaru

di-
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/21902 Tanggal 23 April 2019 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama	: **ALISYAH NOVIA SARI**
NIM	: 11414200168
Program Studi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S1
Alamat	: PEKANBARU
Judul Penelitian	: **THE INFLUENCE OF CYBER BULLYING ON STUDENTS' SELF CONFIDENCE LEVEL IN SPEAKING ENGLISHAT THE STATE SENIOR HIGH SCHOOL 12 PEKANBARU**
Lokasi Penelitian	: SMA NEGERI 12 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

An. KEPALA DINAS PENDIDIKAN
PROVINSI RIAU
SEKRETARIS

PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

AHYU SUHENDRA, SE
Pembina
NIP. 19771209 200012 1 006

Tembusan:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

CURRICULUM VITAE

Alisyah Novia Sari is the first daughter of Mr. Alm. Alimawar and Mrs. Yurnizar. She was born in Perawang, November 18th, 1995. In 2008, she was graduated from SDS YPPI. She finished her study at SMPN 1 Tualang in 2011and SMAN 1Tualang in 2014.

In 2014, she was accepted as one of the students in English Education Department, Faculty of Education and Teacher Training, UIN Suska Riau. On July 2017, she was doing KKN (Kuliah Kerja Nyata) program in Kab.Siak Kec.Minas Timur. Then, she was doing Pre-Service Teacher Practice (PPL) program at SMAS ANNUR Pekanbaru, on October until December 2020. Finally, she passed thesis examination entitled "The Influence of Cyber-Bullying on Students' Self Confidence Level in Speaking English at State Senior High School 12 Pekanbaru"